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FA News

Official Publication of the Foothill-De Anza Faculty Association



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IMPORTANT DEADLINES

PAC UPDATE

FEEDBACK

Shape the Future of FA: Upcoming Staff Vacancies

While the FA Executive Council typically appoints Officer positions annually in the late Spring, we are looking ahead! We have several upcoming vacancies that offer a unique "shadowing" period—allowing you to work alongside our current experts before taking the reins.

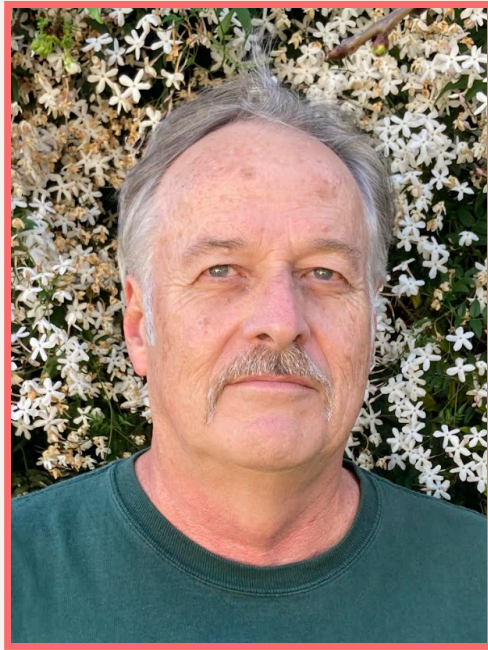
These appointments start in Fall (renewable at the end of the academic year), and your valuable shadowing time is fully compensated.

If you are ready to apply your professional expertise to advocate for your colleagues, explore the requirements for these vital roles:

- **Bookkeeper:** Requires an eye for detail and professional financial or accounting experience. This role is essential for maintaining the fiscal integrity of the Association.
- **Executive Secretary:** Requires high-level organizational skills and clear communication. The position has been recently updated to focus on administrative efficiency.
- **FA News Editor:** Requires strong writing skills, an impeccable eye for detail, and familiarity with basic coding (or willingness to learn). You will be responsible for the editorial oversight of this vital information "gem."

Review the full details and application instructions on our [webpage](#), under "FA Current Announcements"

For questions or additional information, please contact our Office Manager, Erika Cervantes.



Tim Shively, FA President

THE ELEPHANTS IN THE ROOM

By Tim Shively, FA President

I can hear the comments already: "There he goes again, talking about political stuff that has nothing to do with faculty." To which I respond, au contraire! The war in Iran and the terrible danger in which it places innocent civilians, potentially all of us, its threat to the economic security of nations around the world, and its mutilation of international relations must be addressed. For this is the context in which we, our colleagues, and our students, live and work.

As we approach the second month of this preemptive, unilateral, reckless, poorly planned and flimsily justified endeavor, just as we are transitioning from the end of one academic quarter to another, we must reflect on how we address such matters in our classes, how we engage with our students, and how we can overcome the insular, ostrich-postured self-absorption which far too often accompanies American reaction to the bellicose militarism of our federal administration and its sycophants. As faculty we all have a responsibility not to be silent, to remain engaged with our communities, and to make our voices heard. And not just on Iran.

The first order of business is supporting our students and colleagues with loved ones killed or injured in the atrocities, trapped in harm's way, or displaced without resources or the means to communicate. Trust me, a kind word or gesture, however small, even simple recognition that what's going on is not okay, makes a world of difference. While not everyone appreciates being the recipient of this in a public context, we can also find ways of signaling it in the work that we do with others.

"Ginsberg saw the need to speak up; he (peacefully) engaged with his adversaries... at great personal risk. This is the peaceful but direct resistance we need to cultivate here and now."

Recently, I've been reading a biography of poet-provocateur Allen Ginsberg in preparation for my Modern American Literature class. While I usually focus on his status as the perennial "Beat" poet of the 1950s, I'm also fascinated by his political activities in the late 60s. One particular flash point was his involvement in the demonstrations and police-induced riots surrounding the 1968 Chicago Democratic convention. Even a passing familiarity with the preemptive violence of then-mayor

Richard J. Daley's police force (supplemented by several contingents of National Guard troops) calls to mind parallels with the teargassing and indiscriminate beating of innocent bystanders during ICE activities of the past year.

Now I don't know if chanting mantras with accompanying finger cymbals today is going to prevent people who are exercising their right to assemble from being fatally shot in the face or the back by rogue agents, as were Renee Good and Alex Pretti, respectively, but you have to admire Ginsberg's courage. He saw the need to speak up; he (peacefully) engaged with his adversaries, and did his best to defuse a very tense situation at great personal risk. This is what I'll try to stress with my students: that peaceful but direct resistance is what we need to cultivate here and now in this country even if it involves risk. And the students can take it from there.

If class content proves too difficult to link to public demonstration, how about economic interests? With Bay Area gas prices pushing (over, in some places) \$6 a gallon, how will students get to your class? How many of them know about the Valley Transit Authority **"Smart Pass"** bus card for students? Could you help facilitate carpools among your students? Share the cheapest places to get gas? These may seem like small-fry matters given students' many other needs, but every bit helps to make a difference, for even one student makes all the difference.

Of course, these same economic concerns impact faculty: the increasingly out of reach price of housing, the ensuing longer commutes, the inability of salaries to keep up with the escalating cost of living. It is sharing these struggles with others that helps us build community, putting us in a much better position to address matters such as the **obscene \$200 billion the Pentagon is seeking** to fund the war in Iran. Beyond our own campuses, there are other communities in need of our support. Faculty in the San Mateo District recently **passed a strike authorization vote by 95%**. While they still have a long road ahead with fact-finding and other legal processes they must go through, they need to know that faculty in other districts will be there to support them. Whether that means letter-writing campaigns or picketing, FA will keep you informed.

Things are not quite that dire in our own District as of late, though there has been some pause for consideration of the Chancellor's recent letter noting that he would be taking over the duties of De Anza College President through the end of this academic year while the president is on leave. There's been a lot of rumoring about what's "really going on" with the President, but frankly, it's none of our business. Faculty certainly wouldn't like the reasons behind their personal leaves shared with the campus community generally. As a management strategy, having the Chancellor fill in would make more sense than dragging a previous president back from retirement (again), as he's versed in the latest developments in the District and could hit the ground running. But during the Chancellor's subsequent townhall, it was revealed that the ACCJC (in all its infinite wisdom) has weighed in, and instead we will be (to cite the Chancellor's euphemism), "renting a President," appointing someone external to the College to step in for the Spring quarter. Details of how this appointment will take place forthcoming.

The interimity of the position doesn't mean that we shouldn't voice our concerns and make the incoming President fully aware of the challenges the College is grappling with. Case in point: how our handling of class offerings and cancellations has lagged behind our transformation into a Basic Aid district. There seems to be a lot of emphasis placed on developing programs and initiatives which would follow more from an apportionment-based institution, non-credit instruction, for example. Not that we don't need non-credit classes, but in as much as they don't even bring in

student fees, perhaps they should not be advanced at the expense of for-credit, transfer oriented offerings, which have long been the foundation on which the College's reputation was built.

This past fall, an [online "Course Schedule Preference" student survey](#) revealed that the educational goal of 72% of respondents was degree or transfer. The survey also suggested that 27% of these students preferred in person to all other modalities. Yet the survey has been neither widely distributed nor thoroughly discussed in shared governance venues. Is it because it suggests we need to make some changes, and we're still hanging on to apportionment coattails, fixated on enrollment and chasing productivity when we should be thinking about program mix more broadly and philosophically? Why do we still rigidly pursue class cancellations based on the antiquated minimum of 20 students per class when our funding no longer depends upon "butts in seats"?

Admittedly, we're somewhat far afield from Iran in talking about enrollment and class cancellations. In circling back to the social and political context, we also need to self-reflect on our own complicity when we engage with issues in our communities. For unions, this has not always been a pretty picture. We have a frankly racist history in the U.S.—witness [Denis Kearney](#), among others. While we've evolved considerably since then, initially with "separatist" ethnic collectives such as the [Filipino agricultural workers](#) leading eventually to more inclusive organizations such as the [United Farm Workers](#).

This is the environment in which [Dolores Huerta](#) worked for decades. I'm leading into, of course, the recent revelations of women involved with the UFW having been sexually assaulted by iconic leader Cesar Chavez. In the midst of municipalities across the country cancelling holidays, the [UFW itself has publicly come out to say that it "does not condone the actions of Cesar Chavez."](#) While this accounting is a heavy burden for the organization, it is a necessary, long-overdue step toward honoring the dignity of the women whose lives were irrevocably altered by these betrayals. The current president of the UFW, Teresa Romero, assures us that they are "learning from this" reckoning and are working to create a safe space for victims of sexual abuse to come forward.

Even as we commit to openness and mutual support within our communities, we must be vigilant. For we are all human, and even the seeming best of us may harbor dark and selfish impulses. Bearing this in mind collectively will strengthen our resolve from within and enable us to more fearlessly engage with the opposition.

EQUITY IN ACTION

Thank you to **Dr. Sarah Wilker** and **Michelle Hernandez** of De Anza's Equity department for their leadership in securing paper towel installations in the restrooms adjacent to the Meditation Center.

This vital effort ensures that our campus facilities support all students and staff in their preparation for reflective practice, maintaining an inclusive and dignified environment for our community.



Kathy Perino, FA Chief Negotiator

NEGOTIATIONS UPDATE

By Kathy Perino, FA Chief Negotiator

The negotiations teams have met for a total of six hours in the last two months, with the majority of our time spent on two topics: incorporating a new “Support and Improvement Plan” process into Article 6: Evaluation, and updating the compensation and/or reassigned time for department chairs and schedulers listed on Appendix Z. While not yet finalized, we are very close to a tentative agreement on these two items, both of which will be included in the ratification package at the end of spring quarter, to be effective next year.

Support and Improvement Plan

The new language in [Article 6](#) will address the question of what to do when a tenured faculty member has either two consecutive evaluations with an unsatisfactory rating on the same evaluative statement, or a single evaluation with multiple unsatisfactory ratings on different evaluative statements. The new process will be to implement a “Support and Improvement Plan (SIP)” which is exactly what the title says: a clear plan to provide the support necessary (through training, professional development, peer mentoring, or other clearly identified activities) to improve in the identified areas.

Before a support and improvement plan can be created, a joint evaluation by the dean and another tenured faculty member in the same or related discipline must be conducted, unless the faculty member prefers that the evaluation be done by only the dean. The tenured faculty evaluator must be agreed upon by everyone involved. If the joint evaluation confirms the need for a plan, the plan will clearly state the areas that need improvement, activities (such as professional development or mentoring) that support the improvement, and a clear timeline by which the improvements need to be made and documented by a follow up evaluation. The SIP process will also include a mid-plan progress check in to make sure the faculty member has the support they need to complete the plan.

In our discussions, we have jointly agreed that a SIP is not a disciplinary action. It acknowledges that improvement is expected and is simply a tool that can be utilized when a faculty member needs additional support to improve. That said, there are some items on the J1 evaluation that may need improvement, but an entire support plan doesn't seem appropriate. As an example, a faculty member may receive an unsatisfactory rating because

they do not submit grades on time, or do not submit their syllabus to the division office when asked (faculty are NOT required to post a syllabus publicly but are required to submit it to the division to have on file), or they do not hold required office hours.

For situations like these (either you do it or you don't), we plan to modify Appendix Q, which currently only addresses submission of grades. Appendix Q already provides a list of progressive steps, ending in some disciplinary action, for faculty who fail to submit grades on time. We are working to modify the steps included in Appendix Q and include other types of job requirements that aren't appropriate for a Support and Improvement Plan. The finalized drafts of the updated Article 6: Evaluation and the updated Appendix Q, will be available for all faculty to review prior to ratification in Spring.

Updating Appendix Z: Department Chairs and Schedulers

The negotiated reassigned time and/or additional pay for chairs and schedulers first appeared in the contract in 2023-24. The amount of reassigned time and additional compensation was based on data from the 2021-22 year. That data included the size of the department (as measured by FTEF – total instructional load in the department) and the average cost of part-time faculty backfill. Since 2021-22, some departments have grown, some have shrunk and the cost of the part-time backfill has increased from about \$80,000 per FTEF to about \$95,000 per FTEF. We have been working to incorporate the updated figures into [Appendix Z](#) for the 2026-27 academic year.

The primary driver for the amount of reassigned time or pay for department chairs/schedulers is the size of the department. Secondary factors include whether the department chair has CTE advisory committee work, whether the department has only 1 or 2 full-time faculty to do all of the department work (sharing the work isn't really possible), and whether the chair is responsible for clearing prerequisites or corequisites for students. The majority of departments that have reassigned time now retain the same amount of reassigned time next year. However, ALL department chairs with reassigned time for duties will now be able to choose additional pay instead of the reassigned time if they want. They just need to do so in increments of full classes.

Example: Department Chair Compensation

The additional pay option is based on the fact that 1 FTE has a backfill rate of **\$95,000**. If a department has 0.200 reassigned time and each class has a load of 0.100, the chair can choose to:

- Use 0.200 reassigned time in lieu of teaching two classes during the year.
- Use 0.100 reassigned time (one class) and receive additional pay of $0.100 * 95,000 = \$9,500$ for the year.
- Take no reassigned time and receive $0.200 * 95,000 = \$19,000$ in additional pay for the year.

For smaller departments that don't rise to the level of reassigned time, the only option is additional pay. The additional pay amounts have been recalculated and rounded to the nearest \$500, now ranging from \$500 to \$6500. Most departments that received additional pay for the department chair will see an increase in the amount for the chair. If you are a department chair or are considering becoming one, I am sure you are looking for the link to

the new numbers. Unfortunately we are still finalizing a few departments that have accreditation or other duty changes so we can't publish the draft list just yet. But, I promise we will send out the updated Appendix Z in April so you have plenty of time to review prior to ratification.

Spring Negotiations

In Spring quarter, FA will put forth the majority of our proposals related to compensation. This includes maximum class size adjustments (see [Rich Booher's article in the February FA News](#)), an increase to all salary schedules, and improved funding for professional development activities.

REMINDER: TRAINING/RETRAINING APPLICATIONS DUE MAY 1

Applications for Training/Retraining funds, for activities that take place July 1, 2026 - June 30, 2027, are due **May 1, 2026**. Training/Retraining funding is open to all full-time faculty who are in tenured status in 2026-27. This includes faculty who were just awarded tenure in March.

For details about the types of activities that can be funded, please see [Article 35](#) and [Appendix R](#) of the Agreement. To submit an application, please use the **Adobe Sign application** (it requires comment from your dean so please allow time for this) in MyPortal. The application can be found under the District section of the Faculty tab.

REMINDER: PROFESSIONAL DEVELOPMENT AND PROFESSIONAL RESPONSIBILITIES FORM DUE JUNE 1

All full-time faculty received an email from Kathy Perino, FA chief negotiator, on Friday March 13. It includes directions for how to file the form that reports your professional development activities and your professional responsibility activities under the new system (which replaces the old PFE system that shall not be named). Please refer to that email for directions and details about upcoming workshops for how to fill out and submit the form. The form is due June 1.

A SEAT WHERE DECISIONS ARE MADE

Seeking 1 Foothill Faculty for the FA Executive Council (Spring 2026)

Ever wondered how the FHDA contract actually works? Or how we turn our **Mission of Equity and Anti-Racism** into tangible policy?

The Faculty Association is looking for **one full-time Foothill faculty member** to fill a temporary Executive Council seat for the Spring Quarter, covering for a colleague currently on sabbatical. This is your chance to get a

front-row seat to the engine of our District, from campus challenges and negotiations to statewide political advocacy.

Why Join the Council?

- **Institutional Impact:** Help shape a work environment that inspires teaching excellence and faculty parity.
- **Professional Growth:** Gain a masterclass in collective bargaining and socioeconomic advocacy in the Bay Area.
- **Test the Waters:** See if union work is a fit for you without a multi-year commitment.

The Logistics

Meetings: first and third Wednesdays, 3:00 – 5:30 p.m. (Alternating campuses monthly).

Stipend: \$120 per meeting in recognition of your leadership.

Ready to lead? Help us maintain a contract that is among the best in the nation. Your voice is needed at the FHDA table.

To Apply:

Contact **Erika Cervantes** in the FA Office.

DEADLINE: FRIDAY, APRIL 3 @ 5:00 P.M.

IMPORTANT DEADLINES: 2025-26

Below is a comprehensive list of important contractual deadlines. If any of these apply to you, please mark your calendar and review the Agreement text at [fafhda.org](https://www.fafhda.org).

March 31	Professional Development (PD) Leave Applications Due
April 1	Article 18: First-year FT faculty written request due to return to full-time status from pre-retirement reduction (18.4).
April 3	PT Column Change: Submit requirement documentation to Personnel for Spring Quarter changes (App B.1, C, E, G).
April 15	Part-Time Healthcare Reimbursement Deadline
April 20	Tenure Review Documents Due
May 1	Training/Retraining: FT applications (App R) due to District HR (35.5).

May 1	Retirement Notification Deadline
June 1	Professional Development / Responsibilities Form due via the new filing system.
June 26	Early Notice Incentive: File for retirement occurring between end of Spring 2027 and end of March 2028 (20.3, App X).
June 30	FT Salary Column Change: File intent for the upcoming academic year with Personnel (App A, B).

Note: If you miss a contractual deadline, even by a single day, you may lose significant benefits or face a full-year delay in eligibility.

Campus Conciliator Support:

De Anza: [Felisa Vilaubi](#)

Foothill: [Rosa Nguyen](#)

General Questions? Contact Office Manager [Erika Cervantes](#) at 650.949.7544.

FA THANKS AND WELCOMES YOU!

We are stronger because of your membership and engagement.

Robert August — Manufacturing Technologies, De Anza College

Ali Kashani — Political Science, De Anza College

Jennifer Leicht — Dental Hygiene, Foothill College

Destiny Rivera — Library, Foothill College

Lucila Ortiz Parra — Intercultural & International Studies, De Anza College



Working for you!

FA-PAC & PUBLIC POLICY SCHOOL UPDATE

By the FA-PAC Team

The FA-PAC Internship Program and the De Anza Public Policy School (PPS) have been incredibly active this quarter, tackling issues ranging from immigrant rights to campus

sustainability. Here is a summary of our student-led advocacy.

Immigrant Rights & Advocacy

Led by interns Sabrina Moore, Dali Guerrero Fernandez, and Gabe Manglona, our team focused on supporting undocumented and international students. We hosted educational sessions and held a three-hour vigil to stress the importance of student rights.



FA-PAC interns and student volunteers with advocacy signs.

Student Representation Fee (SRF)

Interns worked to promote the \$2/quarter Student Representation Fee. This opt-in fee is the lifeblood of our advocacy, funding both VIDA and FA-PAC internships.

March in March: Sacramento Delegation

A large delegation traveled to the State Capitol for direct legislative visits with Assemblymember Ahren's office to advocate for community college funding.

[!\[\]\(735ceeed4e566aa93749bb6365185b00_img.jpg\) **Legislative Leave Behind**](#) | [!\[\]\(1ec944f78039c62a6fcaaa4e14fb3b6a_img.jpg\) **Budget Leave Behind**](#)



The FA-PAC delegation at the State Capitol.

Greening the Campus

Interns Zainab and Andrea are launching a pilot project for a three-stream bin system (landfill, recycling, compost) at De Anza.

Support the Next Generation

We invite faculty to host interns for short classroom presentations as we look toward the spring primaries.

[Become a PAC Supporter via Payroll Deduction](#)

WHAT DO YOU THINK?

The Faculty Association welcomes your input on any topic—negotiations, campus climate, or items you would like to see addressed in future newsletters. Your voice is essential to our collective work.

[SHARE YOUR THOUGHTS](#)

FA EXECUTIVE COUNCIL MEMBERS

Erick Aragon (DA)

Fatima Jinnah (FH)

Rich Booher (DA)

Brendan Mar (FH)

Raymond Brennan (DA)

Jordana Griffith (FH)

Mary Donohue (DA)

Rachel Mudge (FH)

Julie Jenkins (FH)

Kathy Perino (FH)

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Daniel Solomon (DA)

Mark Landefeld (DA)

Bob Stockwell (DA)

Jim Nguyễn (DA)

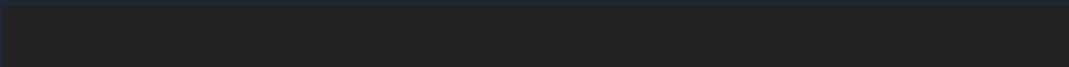
Felisa Vilaubi (DA)

FA News is normally published ten times during the academic year by the Foothill-De Anza Faculty Association, an independent California corporation certified by the California Public Employment Relations Board as the exclusive employee representative for the faculty of the Foothill-De Anza Community College District. Letters and articles from District faculty are invited.

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